



Crosslee Community Primary School

SEND INFORMATION REPORT

Last reviewed on: April 2023

Next review due by: April 2024

The SEND Information Report is intended to sit alongside Crosslee's SEND Policy.

Introduction

Crosslee Primary School is a mainstream school that is committed to the inclusion of all pupils. We recognise and support the diverse needs of our children and ensure early intervention and support is in place for those with Special Educational Needs and Disabilities (SEND).

Our school aims are to:

- Provide a learning environment that is a safe, secure and accessible to support all of our children to succeed.
- Provide quality first teaching to match the needs of all of our learners.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Make inclusion a thread that runs through all of the activities that run through the school.

Key Contacts

- Anne-Marie Crew – Acting Headteacher: a.crew@crosslee.manchester.sch.uk
- Natalie Hodson -Assistant Head teacher Curriculum and SEND: n.hodson@crosslee.manchester.sch.uk
- Gail Dickson – SENDCo: g.dickson@crosslee.manchester.sch.uk
- Sue Nicholson – SEND Governor: admin@crosslee.manchester.sch.uk

SEND Admissions

Our school follows the local authority's admission procedures for primary school places. Therefore, Manchester City Council manages our admissions. Please contact Manchester City Council Admissions Team on 0161 245 7166 or apply online [here](#).

For children who have Education Health Care Plans (EHCP), admissions are made via the Special Educational Needs EHCP Team. They can be contacted on 0161 245 7439 or sen@manchester.gov.uk. If you would like to discuss your child's SEND in more detail, please contact the school to arrange an appointment with the SENDCo.

Applications for our pre-school nursery should be made directly to the school Admin Team who can be contacted on 0161 795 8493 or via admin@crosslee.manchester.sch.uk.

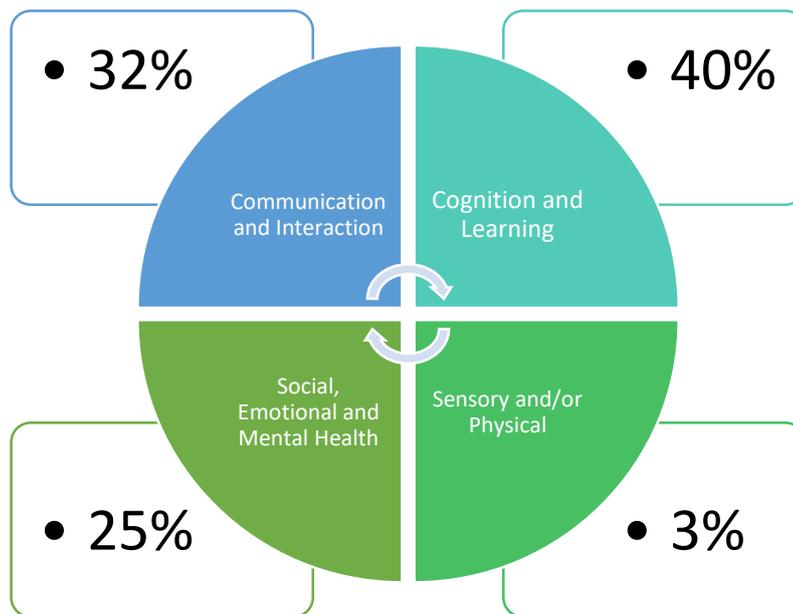
SEND at Crosslee.

SEND relates to pupils that have a difficulty or disability that calls for special educational provision to be made that is different from and/or additional to that normally available to other pupils their age.

The SEND Code of Practice (2014) states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Code of Practice categorises children's additional needs in four 'Broad Areas of Need.' At Crosslee Primary School, we have children with a range of SEND needs relating to these areas. In April 2023 the percentage of needs were:



The majority of children in the chart above have difficulties in more than one area. Their primary category has been decided, based on their main need or the difficulties which present the most significant barrier to their progress and learning.

These figures are reviewed in this report annually.

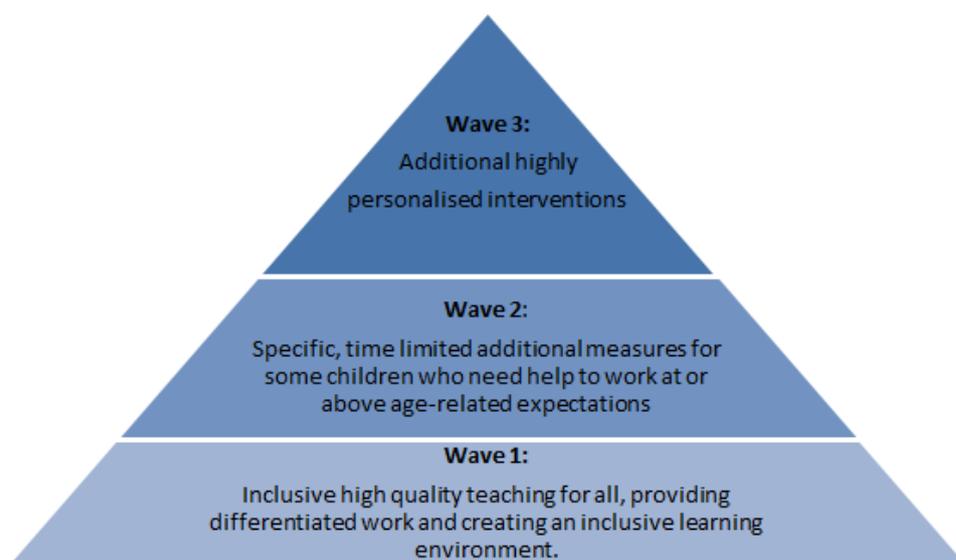
Identifying of SEND.

We have a graduated approach to SEND and believe early identification of need is important. Staff monitor children's progress through ongoing assessment and tracking to ensure we can identify any needs as early as possible. If a child experiences difficulties and is not making progress then this is raised as a concern with the SENDCo or other specialist SEND staff within school. Every child's progress is monitored by their class teacher on a regular basis. This can be in the form of:

- Observations
- Discussions
- Questioning
- Formal assessments
- Individualised programmes
- National tests

This monitoring ensures children are making progress towards specified outcomes for the strategy, intervention or programme being used to support them. When strategies and appropriate interventions are implemented, parents will be informed and information shared about expected outcomes. Sometimes parents and the child will have a discussion with the class teacher and/or the SENCO or SEND teacher. As part of this discussion some next steps may be agreed together. We will also consider parental concerns. Children with social, emotional and mental health needs may be identified through Safeguarding processes. At Crosslee there are regular vulnerable children's meetings where children with these needs may be discussed.

At Crosslee we understand that some children will need extra support to thrive. There are 3 waves of support that form part of our graduated response to the needs of our children. This graduated response forms part of the school's identification of children's SEND needs.



Universal Provision (Wave 1)

This is the universal provision that underpins the practice of all staff at Crosslee. It includes, high quality, inclusive practice for all learners. This includes strategies, resources and adaptations to the curriculum and environment to remove barriers to learning for all pupils. Reasonable adjustments are made for individual needs to prevent disadvantage to those children.

Targeted Support (Wave 2)

This is for children who may be showing some difficulties with their learning. The SENDCo will support staff in implementing specific, additional and time-limited interventions to help accelerate their progress to enable children to work at, or above, age-related expectations. Children at this stage may or may not be on the SEND register.

Specialist Support (Wave 3)

Specialist support targeted provision for a small number of children, where it is necessary to provide highly tailored intervention to accelerate progress or enable them to reach their potential. This may include one-to-one, small group or specialist interventions. Children who require this level of support will be on the SEND register. Within this small group of children, a minority may need more support than is available through special educational needs support and may have an Education Health Care Plan (EHCP). These children have highly specific and individualised support that is statutory. Nationally 2.3% of children have an EHCP in a mainstream primary school.

As of April 2023, 2.6% of children at Crosslee Primary School have an EHC plan.

Types of Provision

There are many different strategies and interventions used at Crosslee to support children's SEND needs. Please find a brief overview for each of the 4 broad areas of needs. Interventions are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress, then advice is sought to discuss next steps.

Communication and Interaction		
<p>Universal provision</p> <ul style="list-style-type: none"> Adapted curriculum planning Elklan Strategies. Modelled speech/language Modelled Interaction Blank Level Questions Targeted questioning Talking partners Group work Class visual aids and prompts Visual timetables Key words/word banks Drama activities Sequencing activities Additional processing time Simplified Language Sentence Stems Opportunities for individual, pair, group or whole class working WELLCOMM Screening Regular communication through informal and formal meetings e.g. parent's evening 	<p>Targeted support</p> <ul style="list-style-type: none"> SALT interventions. Pre-teaching of vocabulary Mind mapping Support. Social skills group Learning to Listen Intervention Nuffield Early Language Intervention WELLCOMM intervention Narrative Therapy 	<p>Specialist</p> <ul style="list-style-type: none"> Speech and Language Therapist assessment Individual SALT programme support 'The incredible's' room – specialist class supporting pupils with communication and social interaction needs Outreach support from specialist schools: RHOSEY, The Grange, Camberwell Individual visual timetables DLD Support Referrals for Speech sound therapy Support from Educational Psychology (EP) Referrals to the social communication pathway for Autism

Cognition and Learning

<p>Universal provision</p> <ul style="list-style-type: none"> ● “Adaptive teaching” planning ● Modelling of skills ● High expectations ● Success criteria and child led/choice of challenge approach ● Read, Write, Inc ● 1:1 and group reading ● Guided writing ● Scaffolds ● Visual dictionaries ● Word mats ● ICT to support learning ● Writing frames ● A range of physical resources to support maths concepts, such as Numicon, dienes, shapes, 100 squares etc. ● Learning displays ● Challenge tasks ● Support from Teaching Assistants ● All children's progress and attainment is assessed and tracked throughout the year 	<p>Targeted support</p> <ul style="list-style-type: none"> ● SPaG group (Spelling, Punctuation and Grammar) ● Year 6 Reading Boosters ● Year 6 Maths Boosters ● NESSY ● Developing Written Language Skills ● Developing Phonological Awareness ● Task boards to break down tasks into manageable chunks and support independence. ● Precision Teaching ● Pre-teaching of vocabulary 	<p>Specialist support</p> <ul style="list-style-type: none"> ● Intense (1:1 or small group work) support in core and foundation subjects ● Support from Educational Psychology (EP) ● Outreach from specialist provision; Rhosey, Camberwell
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Social, Emotional and Mental Health Needs.

<p>Universal support</p> <ul style="list-style-type: none"> ● Adaptive Teaching curriculum planning ● Zones of Regulation ● Whole school behaviour policy ● School & class charters (Rights Respecting School) ● Class DOJO reward ● PSHE scheme (i matter) ● Whole school assemblies 	<p>Targeted support</p> <ul style="list-style-type: none"> ● Lego therapy ● Social skills group ● Nurture group ● Self esteem interventions ● Individual reward system & behaviour logs ● Additional support at playtime (break time and lunchtime clubs e.g games club) 	<p>Specialist support</p> <ul style="list-style-type: none"> ● Individual social stories to teach specific social skills ● Positive Approaches, Behaviour and Nurture Support ● CAMHS Support/referrals ● Educational Psychology Support ● Strive – Support from specialist youth services
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<ul style="list-style-type: none"> • Talking partners • Class visual timetables • Calm spaces in school • Timers & stress relievers • Emotion/social resources • Whole school 'Team Teach' de-escalation approach • Praise and high expectations • Praise postcards • Star of the Week • School council • Fidget toys/resources • Wobble cushions • Emotion coaching approach 	<ul style="list-style-type: none"> • Wellbeing Warriors • Transition support • Support from the Home-school Liaison officer. 	<ul style="list-style-type: none"> • Outreach from Bridgelea Specialist Support, Bowker Vale
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Sensory and/or Physical Needs		
<p>Universal support</p> <ul style="list-style-type: none"> • Adaptive Teaching curriculum planning • Accessible building • Sensory regulation area • Adaptions to the classroom (when appropriate) • Fine motor skill activities such as: peg boards, putty, cutting etc. • Additional movement breaks • Classrooms have age appropriate furniture and environments • Visual prompts, pictures and ICT used appropriately to aid learning • High quality resources are readily available, organised to enable independence • Seating plans or group tables are used – adjustments made for pupils who need a specific seat • Lesson organised to maximise active learning providing time for concentration, discussion, 	<p>Targeted support</p> <ul style="list-style-type: none"> • Pencil grips • Coloured overlays • Lap weights • Sloping boards for desks • Standing desks • Fidget kits • Wobble cushions • Ear Defenders • Balance boards • Sensory circuit • Fine motor programmes • Large keyboards for computer work 	<p>Specialist support</p> <ul style="list-style-type: none"> • Health Care Plans • Individual workstation • Social stories • Targeted work from Occupational Therapy • Physiotherapy • School Nurse Team • Outreach from Physical and Sensory Support Services (LOIS) • Adapted cutlery • Use of specialist equipment • Individual support with self-care where appropriate

thinking, reflecting and questioning • Outdoor learning opportunities		
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Assessment for Children with SEND

We monitor and track the progress and attainment of all pupils at Crosslee. We use a programme called O-Track to record pupil's progress in relation to the objectives for the year group they are in. This data and assessment enable us to identify any additional needs and to celebrate achievement. For any children staff have concerns about we then follow the graduated approach of assess, plan, do, review, where children receive additional support as outlined in the provisions above.

For children working outside their Key Stage level, but who are engaged in subject specific study, staff use the Pre-Key Stage Standard for their assessment judgments. Where children are working below the Key Stage Standards and not engaged in subject specific study (national curriculum), we use the engagement model. This assessment tool has a focus on engagement and looks at 7 areas. These areas are the 7 aspects of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation).

Assessment feeds into pupil support plans and pupil progress meetings. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their personalized outcomes
- Reviewing the impact of interventions after an arranged number of weeks (this can change based on the intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Collaboration with Pupils and Parent/Carers

At Crosslee we believe that parents and carers know their children best. Should staff have any concerns about a child, we endeavor to have an early discussion with the pupil (where appropriate) and their parents, identifying whether they need special educational provision. These conversations will make sure that everyone develops a good understanding of the pupil's areas of strength and difficulty, and staff take into account the parent's concerns. We want to make sure that everyone understands the agreed outcomes sought for the child and that everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEN support.

Parents of children on the SEND register will be invited in for review meetings. Annual reviews will also take place for children with EHCP's.

Transitions

Children who join in the Nursery are welcomed into our school community with a home visit by a member of the EYFS or Inclusion team. A series of parent and child taster sessions follow this in preparation for a pupils start date.

We understand that no two children are the same and are led by the child's needs as we increase their time over the school day.

Transition from Nursery into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class.

Our whole school approach of using a phased system; Nursery – Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6, enables our children to become familiar with different classrooms and teachers and further support transition. Some SEND children are given 'transition booklets' to take home with them to familiarise themselves with their new teachers and learning environments.

New children in years 1-6 will be invited in for an admissions meeting at school prior to starting. We will then plan a child's transition to us with information from parents and all professionals already involved, to support a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, we will liaise with staff from the new setting to support a smooth process. This may include, inviting them to observe the child in our setting, meetings with parents and the child, and additional visits to the school to support a smooth transition.

Staff Training

Our SENDCo, Mrs Dickson has been a SENDCo for 17 years. She is a qualified teacher, counselor and has a level 3 dyslexia qualification.

Michelle Mack and Kate Waddell are Mental Health First Aider's.

Kate Waddell is a SEND Teacher working in the 'incredibles room'. She has a wealth of experience of supporting children with SEND and is also Nurture trained.

Beth Hilder, Rita Patel and Kath Hodson are ELKLAN trained TA's who have additional training to meet the needs of pupils with Speech and Language difficulties. Louise Cavanagh is Welcomm trained – this means she can assess and support children in the early years with speech and language development.

We have teaching assistants who work across all phases delivering in class support and interventions for children with SEND.

All of our teachers hold Qualified Teacher Status, some of our support staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their skills and knowledge.

We work closely with the local educational services; including Educational Psychologists, Speech and Language, Behaviour Support Services, Mental Health Worker, Physical and Sensory Services and occupational Therapists to provide advice and training for staff as it is needed.

The Head of school keeps a record of the training related to SEND that staff complete over the academic year.

Complaints about SEND provision

We have an open-door policy at Crosslee and welcome parents' feedback on all issues relating to their child's SEND and provision. Where parents have a complaint about SEND provision in our school, we advise that these should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

[SENDIASS](#) (Special Educational Needs and Disability, Information and Advice Support Service) is a service for the parents, carers and young people with SEND. They provide information, advice and support relating to Special Educational Needs. This can be in relation to the statutory duties a school have or supporting parents to navigate the tribunal system if needed. More information is provided [here](#).

Governors

At Crosslee, the SEND governor is Sue Nicholson. She meets termly with the Inclusion Team to gain an overview of the whole school picture for SEND and champion the education of children with SEND.

She will do this by:

- Raising the awareness of SEND at governing body meetings
- Monitoring the quality and effectiveness of SEND provision within Crosslee and update the governing body on this.
- Work with the Headteacher and SENDCo to oversee the strategic development of the SEND policy and provision in the school.

Manchester Local Offer

A Local Offer gives children and young people with SEND, and their families, information about what support services the local authority has available in their local area. Manchester's Local Offer can be found [here](#).

Reviewing and Monitoring the SEND Report

This information report will be reviewed annually by the school SENDCo. It will also be updated if any changes to the information held, are made during the year.

Further information...

This information report sits alongside the following policies that parents may wish to read for further information:

SEND policy

Accessibility plan

Safeguarding

Behaviour policy

Complaints procedure

Admissions arrangements

Equality duty

Medical policy